


Daily Writing / ELA Block - Grade 5		60 Minute Uninterrupted Instructional Block	
<div>Foci:</div> <div>Writing, Speaking, Listening, and Using Language</div> <div></div>		Assessment Evidence	Aligned Resources
<div>Common Core Standards for English Language Arts</div> <div>The standards listed here focus on what is essential but do not describe all that can or should be taught.</div>			
<div>Writing Standards</div> <div>By the end of grade 5 students will:</div> <div>Text Types and Purposes</div> <div>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<div>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</div><div>b. Provide logically ordered reasons that are supported by facts and details.</div><div>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</div><div>d. Provide a concluding statement or section related to the opinion presented.</div></div> <div>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<div>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</div><div>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</div><div>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</div><div>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</div><div>e. Provide a concluding statement or section related to the information or explanation presented.</div></div> <div>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<div>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</div><div>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events to show the responses of characters to situations.</div><div>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</div></div>		<div>Writing:</div> <div><ul style="list-style-type: none">Writing sample – Diagnostic Entrance PaperDescriptive writingNarrative writingCreative writingExpository writingPersuasive writingOn-demand writing sample – Summative writing sample (fall and spring)Writing about reading and/or mediaLetterWriting to contribute to group research reportOrganize and communicate researched informationExit paper</div> <div>Common assessment tools:</div> <div><ul style="list-style-type: none">MPS Writing RubricsMPS Research Rubric</div>	<div><ul style="list-style-type: none">Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts)Writing tools (including electronic tools)Equipment/tools for modeling and sharing writingWriting processWriting strategies based on best practices in writingElements of curriculum alignmentWriting suppliesWord walls and other resources such as picture/word dictionaries and thesaurusesDistrict-adopted rubricsTechnologyVisuals and other mediaReading A-Z/RAZ KidsDiscovery Education StreamingMY Access!Anchor papers and writing exemplarsMPS Writing GuidesMPS Portal Resources</div>

<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Research to Build Knowledge</p> <p>7. Conduct short, research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how and author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;"><u>Speaking and Listening Standards</u> By the end of grade 5, students will:</p> <p>Comprehension and Collaboration:</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared; having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the</p>	<p>Other assessment evidence:</p> <ul style="list-style-type: none"> • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • On-demand writing • Peer feedback (written and oral) • Presentations • Multi-media evidence • Traditional and online publishing in various forms • Content in Writers’ Notebooks • Contents of Portfolios (both process and showcase) • Progress logs • Student self-assessment • Student self-reflection • Student goals <p>Speaking, Listening, and Media</p> <ul style="list-style-type: none"> • Oral Presentation • Informative Oral Presentation • Listening Assessment • Discussion Assessment • Design and Creation of Media Product (Presentation or Tangible Artifact) • Oral Rubrics • Listening Rubrics • Discussion Rubrics • Media Rubrics • Technology Rubrics • Research Conventions Rubrics 	<p>Write Source (student edition)</p> <p>Writing Process pp. 9-43</p> <p>Traits of Writing pp. 8, 10, 22</p> <p>Descriptive Writing pp. 63-75</p> <p>Narrative Writing pp. 83-125</p> <p>Expository Writing pp. 139, 143, 181</p> <p>Persuasive Writing pp. 195-199</p> <p>Business Letter p. 477</p> <p>Response to Literature pp. 253-297</p> <p>Story Writing pp. 299-310</p> <p>Research Writing pp. 321-362</p> <p>iSeek! MY Access! www.myaccess.com</p> <p><input type="checkbox"/> Differentiation for Students Who Need Additional Practice (use Extra Support in Write Source)</p> <p><input type="checkbox"/> Differentiation for Students Who Are Advanced in This Skill (use Challenge resources in Write Source)</p> <p>Write Source (student edition)</p> <p>Speaking and Listening pp. 369-372</p> <p>Listening pp. 370-371</p> <p>Taking notes p. 387</p> <p>Viewing skills p. 393</p> <p>Multimedia pp.363-367</p> <p>Strategies and Approaches</p> <p><input type="checkbox"/> Think, Pair, Share (Lyman, 1981)</p> <p><input type="checkbox"/> Think, Ink, Pair, Share (Billmeyer, 2003)</p> <p><input type="checkbox"/> Looping (Elbow, 1998)</p> <p><input type="checkbox"/> Collaborative Learning (Johnson and Johnson, 1999)</p> <p><input type="checkbox"/> Reciprocal Teaching (Palincsar, 1994)</p> <p><input type="checkbox"/> Discussion Webs (Alvermann, 1991)</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 for specific expectations.)</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas.</p> <p>5. Incorporate visual displays and digital media into presentations when appropriate.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation.</p> <p style="text-align: center;"><u>Language Standards</u></p> <p style="text-align: center;">By the end of grade 5, students will:</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <p>2. Demonstrate command of the convention s of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Language: Accurate use of conventions in writing and speaking</p> <ul style="list-style-type: none"> MPS Writing Rubrics – Conventions <p>Language: Appropriate use of on grade-level use of vocabulary</p> <ul style="list-style-type: none"> MPS Language Rubrics 	<p><input type="checkbox"/> Reflection Journal (Zemelman, Daniels, and Hyde; 1993)</p> <p>Zaner –Bloser – adopted resources www.zaner-bloser.com</p> <p>Write Source (student edition) Sentences pp. 431-451, 560-569 Punctuation pp. 479-507 Conventions pp. 10,16, 22, 30 Spelling pp. 532-535 Parts of Speech pp. 330, 570-605 Working with Words pp. 408-429</p> <p>Great Source online resources: http://www.greatsource.com/iwrite/index.html</p> <p><input type="checkbox"/> MPS Vocabulary List for Grade Five – English language arts</p> <p><input type="checkbox"/> Marzano - Six Step Process (2004)</p> <p><input type="checkbox"/> Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)</p> <p><input type="checkbox"/> Talk Aloud (Baumann and Schmitt, 1986)</p> <p><input type="checkbox"/> Explicit Modeling (Roehler and Duffy, 1991)</p> <p><input type="checkbox"/> Implicit Modeling (Roehler and Duffy, 1991)</p> <p><input type="checkbox"/> Read Aloud (Allen, 2000)</p> <p><input type="checkbox"/> Think Aloud (Clark, 1984; Meichenbaum, 1985)</p> <p><input type="checkbox"/> Word Learning Strategies (Graves, 2006):</p> <ul style="list-style-type: none"> Use Context Clues Analyze Word Parts Check a Dictionary <p><input type="checkbox"/> Word Consciousness (Scott and Nagy, 2004)</p> <p><input type="checkbox"/> Word Study (Allen, 2007):</p> <ul style="list-style-type: none"> Word Posters Word Maps Possible Sentences
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>Vocabulary Acquisition and Use</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>		<ul style="list-style-type: none"> • Dramatizing Words • Word Sorts • Word Chains • Semantic Feature Analysis
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------

<p style="text-align: center;">Block Structure and Instructional Methods <u>Instructional Groupings:</u> Whole Group – Strategic, Explicit Instruction Purposeful Small Group Instruction, Literacy Work Stations, and Independent Work – Application and Practice Whole Group – Sharing and Wrap Up</p>	<p style="text-align: center;">Universal Approaches, Modes, Skills, and Strategies</p>
<p><u>Introduction (5 minutes)</u> Goal = Connect</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson. • Communicate the learning intention. <p><u>Whole Group Writing with Explicit Instruction (10 minutes)</u> Goal = Build</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Introduce the mini-lesson. • Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language) • Use mentor texts to share example(s) to illustrate aspect of writers’ craft in use. • Provide additional information and/or clarification to enhance understanding and support transfer. • Ask students to discuss with a partner; teacher will listen for understanding. • Help students create a poster and/or record content of lesson in writer’s notebook. • Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing. • Check status of the class: ask students to first think individually then discuss via whole group or partner share 	<p>Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)</p> <ul style="list-style-type: none"> • Writers’ Workshop • Writing Process • Writing Strategies • Six Traits of Effective Writing • Authentic Forms • Writing-Reading Connection • Effective Feedback • Teacher as Writer <p>Approaches (Graham and Perin, 2007)</p> <ul style="list-style-type: none"> • Writing Strategies • Summarization • Collaborative Writing • Specific Product Goals • Word Processing • Sentence Combining • Prewriting • Inquiry Activities • Process Writing Approach • Study of Models • Writing for Content Areas <p>Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)</p> <ul style="list-style-type: none"> • Content • Process • Product <ul style="list-style-type: none"> • Writing Circles (Vopat, 2009) • Inquiry Circles (Harvey and Daniels, 2009) <p>Six Traits of Effective Writing (Spandel, 2009)</p> <p>□ Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions</p>

Small Groups (35 minutes)

Goal = Reach

The teacher will:

- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)

Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.
- Provide appropriate feedback.
- Preview next step in learning.

Students in grade five will review and enhance the following skills that writers use (Tomkins, 2010)

- ☐ Structuring Skills
- ☐ Mechanical Skills
- ☐ Language Skills
- ☐ Reference Skills
- ☐ Computer Skills

Modes (Cooper, 2003)

- ☐ Write Aloud [Modeled] Writing
- ☐ Shared Writing
- ☐ Guided Writing
- ☐ Interactive Writing (Tompkins, 2008)
- ☐ Collaborative/Cooperative Writing
- ☐ Independent Writing

Categories of Strategies (Tompkins, 2010)

- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:

- ☐ Sentence Unscrambling
- ☐ Sentence Imitating
- ☐ Sentence Combining
- ☐ Sentence Expanding

Writing Process (Graves, 1994)

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Curriculum (*)

English Language Learners:			Students with Disabilities (per IEP)*
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials			<u>Assistive technology (writing)</u> <ul style="list-style-type: none"> • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems
<u>Preparation</u>	<u>Scaffolding</u>	<u>Grouping Options</u>	
Adaptation of Content	Modeling	Whole class	
Links to Background	Guided practice	Small groups	
Links to Past Learning	Independent practice	Partners	
Strategies incorporated	Comprehensible input	Independent	
<u>Integration of Processes</u>	<u>Application</u>	<u>Assessment</u>	
Reading	Hands-on	Individual	
Writing	Meaningful	Group	
Speaking	Linked to objectives	Written	
Listening	Promotes engagement	Oral	

****NOT an exhaustive list**